

Human Resource Development Division

your resource for achieving excellence

HRDD HIGHLIGHTS

Are You Listening?

How well do you really communicate with others? Are you often misunderstood? Do you practice “active listening” skills in your daily communications at work and home?

You can make an impact and influence others by learning a skill few people have mastered.

The term active listening is used because it is deliberate and purposeful as opposed to passive listening, which is akin to what one might do while mingling at a social party.

Active listening tools are useful in many situations, but especially powerful when the goal is to positively influence others. Active listening skills defuse tension and anxiety, reveal sources of confusion, promote understanding, and motivate decision-making and planning.

Because listening is a learned skill, HRDD is offering a one-day course called *Power Listening*. This class is filled with interesting and personal insights into effective listening techniques. Some features of this course include:

- A self-assessment test.
- Am I a good listener? Group activities and role-playing will help you to find out.
- Differences in communication styles.
- Listening for fact and feeling.
- Withholding judgment.
- Barriers to effective listening.
- “Manager of the Year” video will be shown.

Power Listening is being held at Executive Plaza South from 9:00 – 4:00PM on August 2, 2001. For further information, please call 301-496-6211. ■



Ready, Set, Perform!

As a supervisor or manager, how do you ensure your employees’ success on the job? Human performance is influenced by a complex set of factors. In any job setting, you have the work, the worker, and the work environment to consider.

The Work

- Are the processes and procedures clear and logical?
- Are “inputs” to the workflow process received on time and as required?
- Do other steps in the process affect the work?
- Are adequate resources available for performance?

The Worker

- Does the worker have the knowledge and skill needed to perform?
- Is the worker physically, mentally and emotionally capable of performing?
- Does the worker recognize and understand what is expected?
- Is the worker motivated to perform successfully?

The Work Environment

- Are there clear expectations for how the work is performed?
- Does the worker receive feedback about their performance?
- Is good performance reinforced and/or rewarded?
- Are there consequences for failing to perform?
- Is the environment free from distracting or negative effects?

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National Institutes
of Health

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Course Title	Length	Days	Course#	Location	Cost
<u>Administrative Skills</u>					
Administrative Officers Seminar	3 days	8/28/01, 8/29/01, 8/30/01	2146	EPN	\$525
NIH Correspondence: Letter and Memo Preparation	1 day	9/26/01	2115	EPS	\$162
The Professional Office Manager I	2 days	7/17/01, 7/18/01	2161	EPN	\$239
The Professional Office Manager I	2 days	8/14/01, 8/15/01	2161	FCRDC	\$239
The Professional Office Manager II	2 days	9/12/01, 9/13/01	2162	EPS	\$239
Time Management: Organizing Yourself	1-half day	9/11/01	2130	FCRDC	\$172
<u>Administrative Systems</u>					
Basic Time and Attendance Using ITAS	2 days	7/24/01, 7/25/01	2624	EPS	\$550
Basic Time and Attendance Using ITAS	2 days	8/21/01, 8/22/01	2624	EPS	\$550
Basic Time and Attendance Using ITAS	2 days	9/18/01, 9/19/01	2624	EPS	\$550
Commissioned Officers Leave and Attendance	1-half day	8/14/01	2615	EPS	\$140
Domestic Travel	3 days	8/15/01, 8/16/01, 8/17/01	2601	EPS	\$385
Fellowship Payment System	1 day	7/12/01	2646	EPS	\$175
Fellowship Payment System	1 day	8/2/01	2646	EPS	\$175
Fellowship Payment System	1 day	9/25/01	2646	EPS	\$175
Foreign Travel	2 days	7/19/01, 7/20/01	2605	EPS	\$303
Foreign Travel	2 days	8/23/01, 8/24/01	2605	EPS	\$303
IMPACT for Administrative and Professional Staff	1-half day	7/11/01	2632	31	\$133
IMPACT for Administrative and Professional Staff	1-half day	7/11/01	2632	31	\$133
Introduction to NIH Property Management	2 days	9/5/01, 9/6/01	2622	EPS	\$587
Time and Attendance for Supervisors Using ITAS	1-half day	9/20/01	2627	EPS	\$231
Travel For Administrative Officers	1 day	8/13/01	2606	EPS	\$327
<u>Career Transition</u>					
Addressing KSAs and the Federal Rating Process	1-half day	8/14/01	2224	EPS	\$138
Career Assessment and Planning	2 days	9/24/01, 9/25/01	2221	EPS	\$242
Federal Resume Writing	1-half day	7/23/01	2228	EPS	\$138
Hire Me! Successful Interviewing Techniques	1-half day	9/20/01	2226	EPS	\$138
NIH Retirement Seminar---CSRS	2.5 days	7/10/01, 7/11/01, 7/12/01	2215C	FCRDC	\$340
NIH Retirement Seminar---CSRS	2.5 days	7/16/01, 7/17/01, 7/18/01	2215C	EPS	\$340
NIH Retirement Seminar---CSRS	2.5 days	9/4/01, 9/5/01, 9/6/01	2215C	EPS	\$340
NIH Retirement Seminar---FERS	2.5 days	8/20/01, 8/21/01, 8/22/01	2215F	EPS	\$340
Is Management for Me? NEW	1 day	9/5/01	2220	EPN	\$260
<u>Communication Skills</u>					
Customer Service in a Changing World	1 day	8/16/01	2164	EPS	\$212
Developing Editing Skills	3 days	9/11/01, 9/12/01, 9/13/01	2116	EPS	\$364

How to Register

REGISTRATION

Submit a training nomination through your institute or center using the NIH Integrated Training System (NIHITS).

If you are an employee of another federal agency, submit a training nomination form through appropriate agency approving officials and/or training offices. The EIN for NIH/HRDD is 1-520858115-04.

ENROLLMENT CONFIRMATION

HRDD will confirm your enrollment by e-mail no later than two weeks prior to the class. If you do not receive this confirmation, please contact our office.

CANCELLATION DEADLINE

You may withdraw from a course up to four weeks before the start date without penalty. You must cancel your nomination through NIHITS before the deadline. We encourage substitutions if you cannot attend a class.

Course Title	Length	Days	Course#	Location	Cost
Communication Skills (continued)					
Neurolinguists for the Modern Scientist NEW	4 days	8/2/01, 8/3/01, 8/16/01, 8/17/01	2119	EPN	\$460
Piecing Together the Relationship Puzzle NEW	4 days	7/26/01, 7/27/01, 8/9/01, 8/10/01	2118	EPN	\$460
Plain Language in Government Writing	2 days	8/21/01, 8/22/01	2153	EPN	\$343
Power Listening NEW	1 day	8/2/01	2110	EPS	\$202
Scientific and Technical Editing	2 days	7/10/01, 7/11/01	1506	EPS	\$264
Scientific and Technical Writing	3 days	7/11/01, 7/12/01, 7/13/01	2154	EPS	\$452
Scientific and Technical Writing	3 days	9/19/01, 9/20/01, 9/21/01	2154	EPS	\$452
Speaking On the Job Part I: Improving Voice Quality	2 days	9/10/01, 9/11/01	2113	EPN	\$287
Speaking on the Job-Part II: Presenting Yourself	3 days	9/25/01, 9/26/01, 9/27/01	2163	EPN	\$332
Speed Reading	3-half days	7/10/01, 7/17/01, 7/24/01	2151	EPS	\$438
Computer Applications & Concepts					
Adobe PageMaker Production I (Dual Platform)	1 day	7/18/01	2753	31	\$218
Adobe PageMaker Production 2 (Dual Platform)	1 day	7/19/01	2754	31	\$218
Advanced Web Page Design	1 day	7/24/01	2812	EPS	\$218
Advanced Web Page Design	1 day	9/13/01	2812	EPS	\$218
IMPAC II Committee Management Module	1 day	8/7/01	5826	EPS	\$180
IMPAC II Grants Management	1 day	7/26/01	5827	EPS	\$180
IMPAC II Peer Review Module	1 day	7/18/01	5825	EPS	\$180
IMPAC II Peer Review Module	1 day	9/19/01	5825	EPS	\$180
Intermediate Internet	1-half day	8/22/01	2811	EPS	\$120
Intermediate MS Access 2000	1 day	7/30/01	4622	EPS	\$218
Intermediate MS Excel 2000	1 day	8/23/01	4615	EPS	\$218
Introduction to JavaScript Scripting	1 day	8/13/01	2814	EPS	\$218
Introduction to Macintosh	1 day	7/25/01	2785	31	\$218
Introduction to MS Access 2000	1 day	8/28/01	4619	EPS	\$218
Introduction to MS PowerPoint 2000	1 day	7/31/01	4620	EPS	\$218
Introduction to MS PowerPoint 2000	1 day	9/18/01	4620	EPS	\$218
Introduction to Personal Computing	1 day	8/7/01	2502	31	\$218
Introduction to the Internet	1-half day	8/22/01	2810	EPS	\$120
Introduction to Web Page Design with FrontPage	1 day	8/16/01	2815	EPS	\$218
Introduction to Web Page Design---HTML	1 day	7/12/01	2808	EPS	\$218
Introduction to Web Page Design---HTML	1 day	9/6/01	2808	EPS	\$218
Introduction to Windows	1 day	8/21/01	4550	EPS	\$218
Windows Intermediate	1 day	9/11/01	4552	EPS	\$218

Important Information

Can't find what you're looking for?

Is there a course you would like to see HRDD offer? We would like to hear from you about your individual or group training needs! Contact HRDD at 301-496-6211 or visit our web site at <http://trainingcenter.od.nih.gov/requestform.asp> or e-mail us your suggestion at training1@od.nih.gov.

HRDD offers customized training to fulfill the developmental needs of your group. As an employee, manager, or supervisor, you can set up an individual consultation session with one of our Program Managers to identify your group needs, and design training tailored to address those needs.

About HRDD

As partners in science, the Human Resource Development Division (HRDD) helps the NIH tackle present and future challenges by offering valuable learning experiences that empower employees to maximize their performance and achieve their full potential.

Address:

Human Resource Development Division, OHRM
Executive Plaza South, Suite 100
6120 Executive Boulevard MSC 7120
Bethesda, MD 20892-7120

General Information: 301-496-9000

Fax: 301-402-0986

To reach staff members: 301-496-6211

Email: training1@od.nih.gov

Course Title	Length	Days	Course#	Location	Cost
<u>Financial & Procurement Management</u>					
Budget Execution	2 days	8/14/01, 8/15/01	1286	EPS	\$396
Budget Formulation	2 days	7/23/01, 7/24/01	1285	EPS	\$396
Buying From Businesses on the Open Market	1-half day	7/26/01	2611	EPS	\$182
Buying From Businesses on the Open Market	1-half day	7/26/01	2611	EPS	\$182
Consolidated Purchasing Through Contracts	1-half day	7/25/01	2610	EPS	\$182
Consolidated Purchasing Through Contracts	1-half day	7/25/01	2610	EPS	\$182
Delegated Acquisition Training Program	4.5 days	7/23/01, 7/24/01, 7/25/01, 7/26/01, 7/27/01	2603	EPS	\$770
Delegated Acquisition Training Program	4.5 days	9/10/01, 9/11/01, 9/12/01, 9/13/01, 9/14/01	2603	EPS	\$770
Federal Supply Schedules	1-half day	7/24/01	2609	EPS	\$182
Federal Supply Schedules	1-half day	7/24/01	2609	EPS	\$182
Professional Service Orders	1-half day	8/15/01	2612	EPS	\$182
Professional Service Orders	1-half day	8/15/01	2612	EPS	\$182
<u>Human Resource Management</u>					
Basic Position Classification	10 days	7/16/01 through 7/27/01	CLAS7000	EPS	\$1,295
Consulting Skills for HR Professionals NEW	2 days	7/10/01, 7/11/01	CDEV90000	EPN	\$425
<u>Management, Supervisory & Professional Development</u>					
Advanced Supervision: Beyond the Basics	2 days	9/17/01, 9/18/01	1342	EPS	\$285
Creating Distinctive Customer Service	2 days	7/10/01, 7/11/01	1323	EPS	\$315
Creative Problem Solving	2 days	8/6/01, 8/7/01	1464	EPS	\$355
Emotionally Intelligent Leadership	1 day	7/12/01	1343	EPN	\$285
How to Manage Conflict: Solving Problems at Work	2 days	9/12/01, 9/13/01	1456	EPN	\$330
Leadership & Team Development for Scientists & Managers NEW	2 days	9/20/01, 9/21/01	82576-002	EPS	\$995
Leading Virtual & Remote Teams NEW	2 days	8/2/01, 8/3/01	82280-001	Natcher	\$995
Leading Virtual & Remote Teams NEW	2 days	8/23/01, 8/24/01	82280-002	Natcher	\$995
Managing the Federal Employee	2 days	8/2/01, 8/3/01	1466	EPN	\$500
Managing the Innovative Enterprise NEW	2 days	7/12/01, 7/13/01	82295-002	Natcher	\$995
Managing the Innovative Enterprise NEW	2 days	9/6/01, 9/7/01	82295-003	EPN	\$995
Nuts & Bolts for Managers NEW	3 days	8/20/01, 8/21/01, 8/22/01	1469	EPS	\$500
Successful Management at NIH	3 days	9/11/01, 9/12/01, 9/13/01	1202	EPS	\$530
Supervision and Group Performance	2 days	8/16/01, 8/17/01	2496	EPS	\$385
Supervision: New Skills and New Challenges	3 days	9/11/01, 9/12/01, 9/13/01	1101	EPS	\$360
Technical Project Management NEW	2 days	9/27/01, 9/28/01	84251-002	Natcher	\$995
The Leadership Edge NEW	1 day	7/24/01	1468	EPN	\$260
Understanding and Managing Stress	1 half-day	8/7/01	2129	FCRDC	\$225
Winning Negotiations	2 days	7/19/01, 7/20/01	1326	EPS	\$400

Services Offered by HRDD

HRDD offers a wide array of services designed to meet the needs of NIH, including:

- College and University Courses
- Career Development Programs
- Certificate Programs
- Customized Training
- Coaching
- Performance Consulting
- Retreat, Seminar, and Meeting Planning
- Technical Consulting and Development Services (E-Learning Solutions)
- Career or Individual Development Plan Assistance

Please contact our office at 301-496-6211 for more information.

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If we take a long, hard look at this list, we see that only one factor can be significantly influenced by traditional training. Formal instruction can help workers develop the knowledge and skills needed on the job. They may use that knowledge to enhance the processes used to get their work done.

Many of these factors, however, may require different tactics.

A Move Towards

“Performance Improvement”

Those wishing to enhance the ability of others to succeed on the job are moving from simply offering training to providing “performance improvement” services.

Performance Improvement uses a variety of strategies to look more holistically at the work, worker and work environment.

The goal of the PI practitioner is to identify the factors impacting performance - and to recommend interventions that can be helpful in creating more productive outcomes.

Want to learn more about performance improvement? An excellent resource is the *Handbook of Human Performance Technology: Improving Individual and Organizational Performance Worldwide*, edited by Harold D. Stolovitch and Erica J. Keeps. Look to future editions of HRDD Highlights for more feature articles on this emerging trend. ■

The Science of Communication

What is Neuro-linguistics Programming (NLP)? NLP is a system for understanding and utilizing communications that produce positive changes and personal growth.

As an applied science, NLP is built on the disciplines of linguistics, psychology and neurophysiology. It is distinct from other models or theories of communication and psychology in that it provides the user with the “nuts and bolts” of communication and change.

NLP training offers an opportunity to measurably develop one’s ability to precisely identify internal thought processes through interpreting specific language patterns and observable non-verbal indicators. How? By developing the trainee’s ability to observe and utilize sensory data. Why this is important? People incorporate experiences and register information through their five senses. They then organize this sensory data to form a representation or impression of the world.

NLP can help you to:

- Negotiate more constructively.

- Protect important interests in critical discussions.
- Be more confident in your ability to deal with a variety of situations and personalities.
- Better lead groups to outcomes that are in the highest interest of all involved.
- Self-correct behavior to assure professional outcomes.

The value of NLP is its ability to furnish you with conscious choices and flexibility of behavior in areas of motivation, performance, decision-making, learning, communication, creativity and emotional ease.

HRDD will be offering two new classes based in NLP theories:

- Piecing Together the Relationship Puzzle.
- Neuro-Linguistics for the Modern Scientist: Everything You Didn’t Learn in Your PhD Program About Human Interactions

Visit our website for details, or contact us at (301) 496-6211. ■

Which is Better, Instructor-led Training or E-Learning?



When choosing a learning strategy, people often deliberate the question: “Should I choose an instructor-led or e-learning methodology?”

There are many benefits of e-learning: it is self-paced, just-in-time, available anytime and anywhere, cost effective and delivers a consistent message. But what about the face-to-face interactions that are lost in e-learning? Although computer simulations, scenario based exercises and even threaded or real time discussions can often meet these requirements, sometimes it’s just not sufficient.

So does that mean that you should choose instructor-led training over e-learning? Not necessarily. Why not consider a blended learning strategy? Blended learning is a sound learning strategy with decades of practice. Instructors have always blended training techniques into an overall learning strategy. By combining various methodologies such as instructor lectures, workbook assignments, independent reading, and small group discussions, the overall learning strategy is strengthened.

One way of combining methodologies to maximize learning is to use an e-learning

approach to provide the fundamental concepts for students and then later bring the students together for in-class exercises and to discuss advanced concepts.

This approach utilizes the strengths of both methodologies - basic concepts are delivered to the students in a self-paced, anytime, anywhere and consistent manner while group exercises and advanced topics that benefit from face-to-face interactions are conducted in an in-class environment.

The rationale is simple.

Students of varying backgrounds and levels of expertise can use the self-paced instruction to learn the basics. Students who are very knowledgeable may only need a short period of time brushing up on their knowledge whereas students with little or no knowledge on the topic can spend more time to learn what is necessary. They can even be tested during the instruction to ensure that they meet certain prerequisites.

Students then join together later at a scheduled date and place. With everyone at a more even level of knowledge, the in-class time is more effective and can be devoted to items that truly require face-to-face interactions.

During this second half of the course, the instructor is more of a facilitator than a lecturer. The “lecture” has already been delivered via e-learning and the students are now ready to put that knowledge to practice. Classroom time can now be used to refine ideas, work on case studies and hold small group simulations and discussions. The effectiveness of in-class time is maximized.

If you need assistance in choosing a learning strategy or are interested in knowing more about blended learning, contact HRDD at 301-496-6211. ■

Management Tips: Delegation

Mike Manager is hard at work at his desk. Suddenly, he hears a noise and looks up from his desk to notice that his staff is leaving for the day.

It’s 5:00 p.m. and the workday is over - but not for Mike.

He knows he won’t be leaving for at least another two hours. That’s OK with him.

Mike opens his desk drawer and pulls out his favorite chocolate bar for dinner. Then he sees Pat Deputy, his second in command, following the crowd out the door.

What is wrong with this picture? Do you see yourself in it?

Mike works harder than ever - but never
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empties his inbox. Mike knows he needs to delegate more, but every time he assigns work to his staff, it takes Mike longer to correct their mistakes than it takes him to do the work himself.

There are many other reasons why work does not get delegated. Managers are afraid of losing power. They may be seen as being replaceable. They had catastrophic results when the staff did the work. They are simply territorial.

Delegation allows your staff to use and develop their skills and knowledge to their fullest potential. Delegating work properly does more than make your life as a manager easier. It develops the skills of your staff or team, increases efficiency, develops careers, raises morale, and boosts productivity.

However, delegation is not always easy to do. Here are some simple strategies to get you started on the delegation path.

To delegate work to a subordinate, you must ensure that:

- They know what you want.
- They have the authority to achieve it.
- They know how to do it.

The key to successful delegation is communication. Most delegation failures result from the employee not having the right - or enough - information about the task.

Too often, an employee is barely told what to do, then is expected to just do it. Delegation of work is based on sharing information. Managers who maintain control over information will find themselves overloaded. As a manager, you may be willing to share information, but that is not enough - you must also know how to share information.

Take a tip from journalists who know how to make sure they have covered all the pertinent facts - Who? What? When? Where? Why? How?

Using the "5W and How" formula, you will be sure to give your employee all the data he or she needs to accomplish the task successfully. Give it a try - the next time you delegate a task, be sure to explain:

- Who you want to work on the project.
- What it is you want done.
- When you expect the work to be completed.
- Where it will be used and the final objective.
- Why the task is being performed.
- How the task can be accomplished (offer some suggestions).

After fully communicating the task to the employee, ask the employee to paraphrase the information back to you so that you know there is mutual understanding of the task. Listen

carefully and answer any questions fully. Once you are confident that the employee understands what they need to accomplish, turn over the responsibility and authority needed for the employee to succeed.

At this point, many managers divorce themselves from the task. However, this is a big mistake. Establish routine checkups. Meet periodically with the employee to make sure that everything is on track. By monitoring progress, you become a good manager rather than the "doer of all" in your organization.

In the case of Mike Manager -- he took a hard look at how he managed his organization and changed the way he delegates work. Today Mike no longer watches Pat and the rest of the staff leave at 5:00 p.m. He leaves with them!

For information on courses on Delegation, visit the HRDD web site and click on Management, Supervisory and Professional Development. ■

Business Writing Made Better

Do you want to maximize the chances that others will read what you write? Try using the principles of Plain Language.

What is Plain Language?

Plain Language is clear and to the point and:

- Answers your reader's questions.
- Uses language appropriate for your reader.
- Includes only necessary details.
- Uses the active voice.
- Uses personal pronouns such as "we" and "you".
- Uses short sentences and paragraphs.
- Uses tables, lists, and other easy-to-understand design features.

Plain Language is NOT writing that is "dumbed down." It is business savvy writing that is well crafted to get your message across to the intended reader.

For More Information

To learn more about the NIH Plain Language initiative, go to:

www1.od.nih.gov/execsec/plainlanguage.htm or call (301) 496-1461.

Those interested in learning how to transform their writing should consider attending one of HRDD's 2-day workshops on Plain Language in Government Writing.

HRDD can also tailor the program for offices wanting instruction customized for their business-specific needs.

Call us for details: 301-496-6211. ■

IT for The Non-IT Manager: A Framework for Understanding the Management of IT

Information technology (IT) has become a strategic asset that strengthens organizational decision-making capabilities. IT penetrates an organization's products, processes, and services, and impacts how it is structured and managed. Today, an organization's success is dependent upon staying up-to-date on IT.

"IT for the Non-IT Manager" will help technical and non-technical managers identify critical strategic issues in today's environment of rapid technological change. They will learn what it means to be an information-based organization, and how IT-enabled processes add value to their organizations. They will learn where IT is going, where it fits into their organizations, and how to govern it.

They will come away from the program with a senior manager's perspective on the most important IT issues today, and a clear sense of their own role in helping their organizations streamline performance through technology.

These are among the issues we will address in a unique one-day program, where, through a combination of expert-led discussion and case studies, you will learn how to align IT with your organization's goals, how to communicate those goals, and how to set priorities based on those goals.

This seminar is being developed for managers with decision-making responsibility seeking to better understand their role in IT oversight and management, and is slated for Fall 2001. For more information, please watch our website at: learningsource.od.nih.gov or contact Vickie Baldwin via email or at 301-496-4213. ■

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*It is
what
we think
we know already
that often
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from
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-- Claude Bernard

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